

**Module code: M303**

**Further Pure Mathematics**

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## **Assessment**

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SUP088159

# Assessment



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## Tutor-marked assignments (TMAs)

### Before preparing and submitting your TMAs

As a student on this module, you have the option to submit your TMAs either online or on paper.

- If you choose to submit your work online **it must be a single PDF file**.
- If you choose to submit on paper you must include a TMA (PT3) form and post to the address provided by your tutor.

Always ensure that your work is legible and clear. If you type your work, please leave plenty of white space for your tutor to add their comments.

Students often ask how much detail they should include in their answers. It is difficult to give an exact answer to this but typically handwritten TMAs are less than twenty pages: this depends on a lot of things and it is possible for a very good TMA to be quite a lot shorter than this. If you find that your TMA is heading towards thirty pages, then you are almost certainly writing too much. If you are worried about this, please contact your tutor.



### Student guidance for preparing and submitting TMAs

Your assessment scores are not currently displayed on this page. Your overall scores are available from the Study Record pages in your Profile.



#### TMA 01

Week 6

12 Nov

View >

Group: M303-19J variant group



### **TMA 02**

Week 11

**17 Dec**

[View >](#)

Group: M303-19J variant group



### **TMA 03**

Week 15

**28 Jan**

[View >](#)

Group: M303-19J variant group



### **TMA 04**

Week 20

**3 Mar**

[View >](#)

Group: M303-19J variant group



### **TMA 05**

Week 24

**31 Mar**

[View >](#)

Group: M303-19J variant group



### **TMA 06**

Week 28

**5 May**

[View >](#)

Group: M303-19J variant group



### **iCMA 41**

Week 29

**12 May 23:59**

Opens on 30 Mar

## **Assessment strategy**

You will find a summary of the assessment strategy in the M303 Guide.



**M303 Guide**

# Practice quizzes and iCMA



## Practice quizzes and iCMA

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## Revision and the examination



### How to prepare for and succeed in examinations in mathematics and statistics

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#### Handbook

You can only take your printed copy of the Handbook into the examination (sent to you in the post by the Open University), rather than a version that you have downloaded and printed yourself from the module website. The Handbook that you take into the examination is allowed to have 'basic annotation', which is specified by University regulations as follows.

The text as printed may be supplemented by handwritten highlights (for example by a highlighter pen or by ringing, underlining or sidelining), and by corrected typographical errors. The addition of comments, marginal notes, notes in the blank spaces at the end of paragraphs and pages or on fly-leaves is not permitted.

To find out the rules around annotation of materials permitted in the exam, refer to the Exam Arrangements Booklet along with the Supplementary information sheet relevant to your exam period.

**Calculators are not permitted in the M303 exam.** For more information please check the Examination Arrangements Booklet available at the link provided below, but please note that the June 2020 Booklet may not yet be available.

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#### Examination Arrangements Booklet

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#### Specimen Examination Paper | 290.8KB PDF document

*Hidden from students*

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#### Solutions to the Specimen Examination Paper | 399.5KB PDF document

*Hidden from students*

Please note that there is a typo in the solution to question 4(b)(ii): the first part of the set description should have  $a > 0$  rather than  $b > 0$ .

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#### Solutions to the Specimen Examination figure descriptions | 27.5KB Word document

*Hidden from students*

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## Plagiarism and developing good academic practice

Please be aware that posting of Open University material, such as extracts of assignment questions, onto any website is an infringement of copyright.



## Copyright when working online

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Encouraging or enabling plagiarism, including the act of posting student work on to any public website, whether or not it is done with the intention of enabling or encouraging plagiarism, is a disciplinary offence under the Open University's Code of Practice for Student Discipline.

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## Essential documents including Codes of Practice and the Assessment Handbook

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## Computing codes of conduct

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The University monitors external sites for posting of TMA and iCMA questions, and the OU has a system in place for detecting internet plagiarism. When a student is identified as having used answers posted to a website, or from any other source, in their assignment, the University will take action and this could result in that student failing the module.

Using other people's work as your own in assignment devalues your studies and those of others, and ultimately undermines the value of your qualification.

Students are required to make a declaration that the work is their own each time they submit an assignment for assessment.

For advice about how to work with others appropriately and to avoid plagiarism in mathematics and statistics, see Section 6 of the Developing good academic practice website.

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## Developing good academic practice

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Please also read the following document which has been written specifically to advise you on good academic practice in M303.

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## Good academic practice for M303



Feedback



Export  
key dates



# Student guidance for preparing and submitting TMAs

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**This document applies only to modules in mathematics and statistics that give you the option of submitting tutor-marked assignments (TMAs) electronically using the University's online TMA/EMA service.**

It contains important information about how you should prepare and submit your TMA. You are advised to read it through before starting work on TMA 01, and remind yourself of its contents before working on later TMAs.

General guidance about assessment policy and procedures can be found in the Assessment Handbook, which you can access from StudentHome.

## 1 Options for preparing and submitting TMAs

Where your module in mathematics and statistics gives you the choice of submitting your TMA solutions

- by post to your tutor, or
- electronically using the University's online TMA/EMA service

you need to decide both how to submit your TMA and how to prepare it.

Where your module requires you to submit electronically then you should still think about how you prepare your solutions.

You should think about how to prepare your solutions separately to how to submit them. The option most appropriate for you will depend on the software and hardware that are available to you, your IT experience and skills, and your preferences for producing mathematical notation.

Whether you decide to submit by post or electronically, you still have the choice of whether to

- handwrite your TMA solutions on paper, or
- produce your solutions using a computer, for example by typing them.

For example you could do any of:

- write your TMA by hand, and post it to your tutor;
- write your TMA by hand, scan it and submit it electronically;
- produce your TMA on a computer, print it and post it to your tutor;
- produce your TMA on a computer and submit it electronically.

Note that the ordinary text features of a word processor will not be adequate for formatting the mathematical notation that you need to include in your TMA, so if you plan to produce your TMA on a computer then you will need to use the equation editing features of your word processor, or mathematical typesetting software.

TMA for electronic submission in mathematics and statistics modules **must be in PDF format** (except in the mathematics education modules) – see table below. This might be different to your experience on other modules, which might permit other file formats. So if you want to submit electronically then please read the instructions in Section 4 carefully.

| Modules                                                                                                                                                                                     | Submission method                                                                                  | Permitted eTMA format |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-----------------------|
| Mathematics Education modules (ME6xx)                                                                                                                                                       | Post, or<br><br>Electronic (eTMA)<br><br>But the End-of-module Assignment (EMA) must be electronic | Word                  |
| All other undergraduate mathematics and statistics modules<br><br>(MU123, M140, MST124, MST125, M208, MST224, MST210, M248, M249, M303, M337, MT365, M373, MS327, MST326, M343, M346, M347) | Post, or<br><br>Electronic (eTMA)                                                                  | PDF                   |
| All postgraduate mathematics modules, except M840 (M820, M821, M823, M828, M829, M832, M833, M835, M836, M840)<br><br>[Instructions for M840 are provided on the module website.]           | Electronic (eTMA) preferred<br><br>But if you need to post a paper copy, please contact your tutor | PDF                   |

### Points to consider when choosing whether to handwrite or type TMAs

Handwritten TMAs are perfectly acceptable, and handwriting mathematical notation in your assignments is good practice for writing mathematics in examinations.

Typing mathematical notation is a skill that can take time and effort to learn. Until you have acquired this skill to a good level, it could take you a long time to type a TMA.

Mathematical typesetting is taught in *Essential mathematics 2* (MST125). If you are studying another module then you can access the MST125 typesetting material under '[Typing mathematical notation](#)'.

## 2 Preparing your TMA

When producing your TMA solutions, please

- use A4 paper;
- put your name and student number (personal identifier, or PI) on each page;
- number the pages (if you submit, say, 5 pages, then number them as 1 of 5, 2 of 5, and so on);
- leave a wide margin at the sides of the page, and space between the parts of the question, so that your tutor can add comments and advice;

- if you are typesetting your TMA then it is particularly important to leave extra space between question parts to allow your tutor to handwrite feedback if necessary;
- use dark ink, preferably black.

The marks allocated to each part of each question are indicated on the TMA in brackets in the margin. They give an indication of the amount of work that is needed for each question part. Marks are awarded for clearly explained methods as well as for the final answers.

## Answer the question asked

Make sure that you read the question carefully, and answer exactly the question asked, giving your answers in the form required.

Questions in mathematics TMAs often use instructions that have particular meanings. Some of these instructions and their meanings are given in the table below.

| Instruction                          | Explanation                                                                                                                                                                             |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| find, determine, calculate, work out | You need to give both an answer and the details of how the answer is worked out. Some of the marks are for the answer, and some are for explanation and working.                        |
| show, verify, check                  | The answer is given to you, and you need to give the details of how it is worked out. All of the marks are for explanation and working.                                                 |
| write down, state, list              | You need to give only an answer; no explanation or working is required. All of the marks are for the answer. This is usually because the answer can be found without doing any working. |
| prove                                | The result is given to you and you need to provide a rigorous proof. All of the marks are for the proof.                                                                                |

## 3 Submitting your TMA by post

If your module gives you the choice of postal submission, and you want to post your TMA, then you should send it directly to your tutor. Your tutor will let you know the address to use. Do not send it to the University.

You must post your TMA in sufficient time to ensure that it reaches your tutor by the cut-off date shown on the TMA and in the module Study planner.

It is a good idea to keep a copy of your TMA in case of loss in the post.

If you wish to submit by post on a postgraduate mathematics module please contact your tutor. You should then follow the instructions above.

### 3.1 The PT3 form

Each TMA that you post to your tutor needs to be accompanied by a completed PT3 form, as shown below. The form has three copies and you must send all of them with your TMA solutions.

Please use a ball point pen and write firmly when completing this form - carbon paper is not required.  
Please ensure all three copies are legible and that the complete assignment is sent with the form.

**SECTION 1 STUDENT TO SIGN AND COMPLETE IN BLOCK CAPITALS**

I confirm that I have read the University policy on plagiarism (Please see your Student/Assessment Handbook) and that the work presented here is my own.  
I acknowledge that the University uses plagiarism detection software.

Signature: A. Student Date: 1/1/14

Name: A. STUDENT

Address: 42 MY STREET

ANY TOWN

Postcode: AT1 2AB

Country:

Regional Code:  Date sent to Tutor: 01/01/14

Telephone: 01234 567890

Personal Identifier: M3017392

Course Code: MST124 TMA No: 01

Take care to enter these details correctly

**SECTION 2 TUTOR TO COMPLETE IN BLOCK CAPITALS**

Date from Student:  /  /

Date to Centre:  /  /

Tutor's Name:

Tutor's Tel No:

Tutor's Number:

Appointing Region:

Use this space to indicate permission, and reason, for late submission, or to affix TMA regrading label.

Assignment Handling Office Date:  /  /

OFFICE USE ONLY

Question Grades/Scores

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | Overall Grade/score |
|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|---------------------|
|   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |                     |

**TUTOR'S GENERAL SUMMARY**

You need to fill in Section 1 only, as follows. To fill in the form, rest it on a hard surface and use a ball-point pen, pressing firmly. Make sure that all three copies are legible.

- Sign and date the declaration that the work submitted is your own;
- Write your name and address in the top box, which will show through a window envelope when it is returned to you;
- You can ignore the box labelled 'Regional code';
- The date in the next box should be the date when you actually post your assignment;
- Write your full telephone number in the next box;
- Your personal identifier goes in the next box (for example, M3017392);
- The last two boxes are for your module code and the assignment number. So, for TMA 01 of MST124, write MST124 01.

One PT3 form is included in your first mailing. Another form will be included each time a marked TMA is returned to you. If you lose or spoil the form, then you can request a replacement from the Distribution Helpdesk (01908 332633).

## 3.2 Posting your TMA

When posting your TMA:

- Write your name and address on the back of the envelope;

- Ensure that the postage covers the weight and size of your envelope and contents, as underpaid postage may mean a delay in your TMA being marked. See [Royal Mail](#) for details;
- Obtain proof of postage (this is available free of charge from a Post Office), but do not send your TMA using registered or recorded delivery, because your tutor may not be available to sign for it.

**Collecting undelivered TMAs can cause considerable inconvenience to your tutor.**

## 4 Submitting your TMA electronically

Unless you are instructed otherwise, **you must submit your solutions to a TMA in mathematics and statistics as a single PDF (portable document format) file with a size of less than 10 MB.**

There is advice on how to produce such a PDF from TMAs prepared in a variety of ways in Subsections 4.2–4.4 below.

Although some other OU modules permit TMA submissions in formats such as Word, most modules in mathematics and statistics permit TMA submissions only in PDF format. This is because your tutor might not be able to read the mathematics in a document in another format, nor be able to make comments on it.

If you are required to submit supplementary files, such as computer worksheets, as part of your TMA, then you should first create a single PDF containing your main TMA solutions, and then create a single zip file containing the PDF and the supplementary file(s). There is advice on how to create zip files in the [OU Computing guide](#).

The size of your pdf can be checked by looking at the file's properties. There are two ways to do this:

- open the pdf, click 'file' and select 'properties';
- find the file in its folder and then right click on it and select 'properties'.

The file size must be less than 10 MB (a MB is about 1000 KB).

### How to submit your TMA electronically

To submit your TMA electronically, click the Online TMA/EMA service link under the appropriate module on StudentHome, and follow the on-screen instructions. More help is available from the [OU Computing guide](#).

You need to submit your TMA by 12 noon on the cut-off date shown on the TMA and in the module Study planner. You will receive a submission receipt.

### 4.1 Submitting a test TMA

To submit your test TMA:

- First create some mathematical material and produce a PDF in the same manner that you intend to use for your real TMAs. You might like to reproduce a formula or piece of mathematics from the assignment booklet for your module (for example you may like to simply copy part or all of the first question);
- Label your work clearly so that your tutor can compare your PDF to the original in order to check that they can read all of the symbols;
- Tell your tutor that you have done this, so that he or she can add some comments to your test TMA and return it to you. Please remember that it may take your tutor a few days to do this.

You can send your test TMA at any time once you have access to the system.

### 4.2 Producing a PDF by scanning handwritten work

If you want to submit handwritten work electronically, then you will need to use a scanner to scan in your work and produce a PDF file.

We recommend that you write your TMA answers on one side of each page of paper, preferably using a black pen for maximum contrast. Make sure that the pages are clearly numbered.

When you have completed the assignment, scan each page in turn.

## Advice on scanning

Your scanner will probably provide a range of different scanning options, and your aim should be to produce a scanned image that is clear for your tutor to read on-screen, while being within the module file size limit. If possible, use a 'document' setting rather than 'photograph', and reduce the scanning resolution if the resulting file size is too high. A scanning resolution of 100 dpi (resulting in an image size of approximately 835×1175 pixels) is usually adequate. Unless you really need to send a colour document, scan your pages to black and white images.

If your scanner allows it, scan all your pages and save them as a single, multiple-page PDF file. Otherwise, you will need to save each page as a separate image file, and then combine them into a single PDF as described below. If possible, save the images as png files rather than jpg files.

## Combining images into a single PDF

You can combine your images into a single PDF file using free software such as

- PDF Creator ([www.pdfforge.org](http://www.pdfforge.org));
- PDF reDirect ([www.exp-systems.com](http://www.exp-systems.com))  
(there are two versions of this: one free, which is adequate for these purposes, and one paid for).

PDF Creator and PDF reDirect work in similar ways. Each acts as a virtual printer on your computer, allowing you to 'print' documents to a PDF file.

To use PDF Creator or PDF reDirect to merge several images into a single PDF:

- Open the first image, and 'print' it to a PDF file by selecting your chosen virtual printer as the print device;
- Do not save the PDF file, or close the virtual printer window that opens;
- Open and print the second and subsequent images in the same way. These are added to the listing in the virtual printer window;
- Finally, save the PDF file created.

There is further information in the 'Merge PDFs'/'Combine documents' sections of the PDF Creator or PDF reDirect help information. Note that the University does not offer support for the use of these products.

## Check your PDF

Before submitting your TMA, open the PDF and check that:

- your work is legible;
- all your pages are included, in the correct order, and all the right way up on the screen;
- **the file is within the module file size limit, which is usually 10 MB.**

If the size of your file is greater than the size limit, you could try one or more of the following.

- Rescan your original pages, using a lower resolution or in black and white;

- Open your PDF in, say, Adobe Reader, and print it using one of the virtual printers mentioned above. In the virtual printer window that opens, select to save the PDF in a lower quality (smaller file size) form;
- Zip your PDF, which will also try to compress the file. There is advice on how to create zip files in the [OU Computing guide](#).

If you process your PDF in this way, remember to check your final file again before submitting it.

### 4.3 Producing a PDF from an assignment written in L<sup>A</sup>T<sub>E</sub>X

If you have prepared your TMA using the L<sup>A</sup>T<sub>E</sub>X mathematical typesetting system, it is easy to produce a PDF for electronic submission. You process your .tex file with pdflatex to produce the necessary PDF.

Guidance about how to use L<sup>A</sup>T<sub>E</sub>X for mathematical typesetting is available at [Writing mathematics with a computer](#).

If your document includes image files in eps format, then you should instead use the latex command to produce a dvi file, convert this to a ps file using dvips, and finally convert the ps file to a PDF file using ps2pdf.

### 4.4 Producing a PDF from Word or LibreOffice

If you use word-processing software such as Microsoft Word or LibreOffice, then you can create a PDF version of your assignment as follows.

#### Microsoft windows users

Recent versions of Word have the ability to save files as PDFs. To do this, select 'Save as' and select PDF as the required document type. Word 2010 includes this option as standard. To use it in Word 2007, you first need to download a free add-on from [Microsoft](#).

LibreOffice contains a similar 'Export as PDF' feature.

Alternatively, you could use a free PDF creator such as

- CutePDF ([www.cutepdf.com](http://www.cutepdf.com));
- PrimoPDF ([www.primopdf.com](http://www.primopdf.com));
- PDF Creator ([www.pdfforge.org](http://www.pdfforge.org));
- PDF reDirect ([www.exp-systems.com](http://www.exp-systems.com)) (there are two versions of this: one free, which is adequate for these purposes, and one paid for).

After you have installed one of these on your computer, it acts as a 'virtual printer'. To produce a PDF from within your word-processing software, select the appropriate option to print your document, and then choose one of these 'virtual printers' to print to.

Note that the University does not offer support for the use of these products.

#### Mac Users

Recent versions of Mac OS X include the ability to save to a PDF from the printer options. Select 'Print' from the 'File' menu, and look for the PDF button in the lower left corner of the print window.

#### Check your PDF

Before submitting your TMA, check the following.

- The mathematics and other symbols have been correctly exported. Check this by opening the PDF.

Sometimes PDFs do not internally contain all the font symbols used in the document, which would mean your tutor could not see some characters. You could check this by opening the PDF on a different device to the one on which you created it, if possible.

If you do notice symbols are missing, either try to change the font used in your document, or try a different method of producing the PDF, such as using one of the 'virtual' printers.

- **The file is within the module file size limit, which is usually 10 MB.**

Guidance about how to use Microsoft Word or LibreOffice for mathematical typesetting is available at [Writing mathematics with a computer](#).

## 5 Reducing the size of a pdf

If your file is more than 10 MB you must reduce the size before submitting your TMA electronically. If you cannot reduce your file size then remember that you can submit by ordinary post. If you need permission to submit by post then you should explain to your tutor that you cannot reduce your pdf to less than 10 MB.

Suggestions for reducing the size of a PDF

### Smallpdf

This is an online utility. To use Smallpdf you should:

- go to <https://smallpdf.com/>;
- choose 'compress PDF';
- follow the instructions to upload your large file and download the compressed file;
- you should check that your file is still readable after reduction.

### PrimoPDF

This is a piece of software that you can install and use on your computer. It is currently free to download. To use PrimoPDF you should:

- download and install PrimoPDF;
- open your PDF in any pdf viewer;
- print your pdf, selecting 'PrimoPDF' as the printer;
- PrimoPDF will give you the option of creating files of varying size. Selecting ebook may help reduce the size whilst maintaining quality;
- you should check that your file is still readable after reduction.



# How to prepare for and succeed in examinations in mathematics and statistics

## Introduction

Well done for getting this far in your studies in mathematics /statistics. Read this guide as soon as possible, even though the examination may be some way off, and keep a copy for future reference. You may not have taken an examination for many years, so the University has provided a great deal of examination advice on its website at <https://help.open.ac.uk/topic/assessments-and-exams/category/revision>. The advice we give below complements this within the specific context of examinations in mathematics.

## Additional needs

If you have told the University that you have additional needs, you will be contacted so that you can request appropriate arrangements for the examination, including alternative examination paper formats. Please note that altering the typography of papers that include large amounts of mathematical notation can affect their readability, and so please respond early to the request for information so that the University can consider the best possible way to help you.

## Examination arrangements

You will be notified of the date and location of the examination by email and on StudentHome, and you will be told how to access the *Examination Arrangements* booklet. The booklet lists what you can and can't take into the examination, including whether it is permitted for you to take in a Handbook and/or calculator. Check the details for the particular module you are studying, but for most, though not all, modules in mathematics and statistics you can take the following items into the examination.

- Your module Handbook but it must be the printed one sent to you and not, for example, a photocopy or a copy printed from the module website. Usually you can add annotations, such as highlights, explanations, or examples to your Handbook, but no extra pages.
- Any model of scientific calculator, but it must not:
  - be designed or adapted to offer any of the following facilities: algebraic manipulation; differentiation or integration; language translation; communication with other devices or the internet.
  - have retrievable information stored in it such as: databanks; dictionaries; mathematical formulas; text.

You may take spare batteries into the examination, but the calculator instruction manual is not allowed. If your calculator does not conform to these rules, we recommend that you obtain one that does as soon as possible, so that you can practise using it. Note that relatively few questions, if any, in mathematics examinations require the use of a calculator.

## How to prepare for an examination in mathematics or statistics

Don't panic! If you have done most of the TMAs and iCMAs (or CMAs) you will have learnt a lot, and just need to bring it back to the forefront of your mind. In fact, every time you complete an assignment question you've been doing some revision, as assignment questions focus on the key aspects of the content of a module and so do examination

questions.

## How to approach revision

In planning your revision, think about:

- how you will revise
- when you will revise, and over what time period
- where you will revise
- what you will revise
- how and when you will get started – this is often the hardest step

Be realistic in your expectations – no-one has unlimited time in which to revise for the examination. So, once you have identified your likely strengths and weaknesses, you might be best advised to increase your confidence on those parts of the examination you are good at, rather than try to fill in too many gaps where you feel very weak. However, attempts at questions on material from across the module will often be looked upon more favourably by the examiners than responses from, say, just a few units. Do consult your tutor for advice on what might be best for you. Remember, also, that although the examination covers a wide range of topics, not everything is guaranteed to appear, so don't rely on too narrow a range of topics.

## How to revise mathematics or statistics

Different approaches work for different people, but here are some suggestions.

- Attend any tutorials or day schools that you can, particularly towards the end of the module, as these will often be revision sessions. Remember you can attend sessions being run by any tutor, not just your own, but please try to contact the tutor running the tutorial in advance, out of courtesy.
- Try to do some revision before attending a revision session so that you come 'tuned in' and possibly with some questions to ask – that way you'll get the most from the session.
- Use the Learning Outcomes in each Unit as a checklist for what you should be able to do.
- Go through the Handbook from cover to cover so that you are really familiar with where everything is. Check that you understand each entry and go over the relevant Unit section if not.
- Revision needs to be active, not passive, so do as many practice questions as possible. These could come from:
  - Exercise books
  - re-doing TMA questions
  - re-doing iCMA (or CMA) questions
  - Practice quizzes
  - Past examination papers (no official solutions available unfortunately)
  - Activities in the Units
  - Tutorial handouts
- Practise questions as much as you can, and learn from any mistakes you make.
- Try to do your practice questions with only your Handbook (if you are permitted to take one into the exam) and calculator, and then go over the relevant Unit section if need be for additional help.

## Practice writing out all your working

For an examination where you need to show all your working, which is the case in most examinations in mathematics, practise doing this as much as possible. This will also help you to learn how to write mathematics by hand for an extended period of time.

- When doing practice questions include enough steps of working so that someone reading it can follow your thinking without having to make jumps of logic. Define any symbols you introduce (e.g. 'Let  $x$  be the number of ...'), and make sure you give numerical answers to the required / appropriate accuracy, with the correct units (if any) and in the required format (e.g. as a fraction, or whatever).
- Make sure that you understand the instructional words in a question which guide you in what is expected and how much to write in your response.

*Write down / State / Give* means write down without justification, so you can just give the answer.

*Find / Determine / Calculate / Explain / Derive / Evaluate / Solve* means that you are required to all show your working.

*Prove / Deduce / Explain / Show* means that you must justify each step and provide a convincing argument in your explanation.

Use TMA questions to remind yourself of what is required in each case.

## **Making effective use of your Handbook**

- Make as much use of it as you can, so that you know your way round it really well before the examination. Knowing how to use the Handbook and which questions you'll need it for can save you a lot of time in the examination.
- If you are permitted to annotate the Handbook you can take into the examination:
  - As you work through practice questions, make a note of anything that you feel it would be useful to add to the Handbook. However, it is not a good idea to cram your Handbook with additional material so that you can't use it effectively. In particular, don't fill your Handbook with many worked examples, as these can become confusing when you are working under examination conditions.
  - Be systematic in where you add material to the Handbook, i.e. near other relevant material. If you can't do this, make a list of where everything you've added is at the front of the Handbook.
  - Write on the front of the Handbook the page numbers of where to find key material, or use highlighter pens to mark specific pages.

## **Making effective use of your Specimen Examination Paper (SEP)**

- Use the SEP as a guide to the style and standard of the sort of questions which you will be set as well as to the format of your actual examination. However the SEP should not be taken as a blueprint for the content of the actual examination; for example, just because a particular topic is not included in the SEP this doesn't mean that it won't appear in the actual examination paper, as can be confirmed by looking at past papers (if any are available).
- Leave actually doing the SEP until about a week or ten days before the actual examination date. Then try doing it under examination conditions:
  - three hours in a quiet room with no interruptions
  - with only your Handbook and calculator to handso that you can learn lessons about how best to manage your time and efforts in the real exam, and gain practice in writing for an extended period. After you have attempted the SEP under timed conditions, you might like to attempt any questions which you didn't have time for.

- Try not to look at the solutions to the SEP until you have tackled as many of the questions as possible in this way. The solutions to the SEP will give you an idea of how much (or how little) needs to be written in order to gain each mark.

## Getting yourself ready for the examination

Understandably some students report feeling under time pressure in the examination, so it is a good idea to have a plan of how best to use the time available to meet your aspirations. Ensure you are familiar with the structure of the question paper, by looking at the Specimen Examination Paper (SEP), and plan your strategy for attempting the examination noting whichever of the following apply.

- The paper may contain two or more parts which could be multiple choice questions, short answer questions or questions requiring longer answers. One part may be worth more marks than the other(s).
- Within each part, the questions are usually presented approximately in the order the material is presented in the module, and hence also in the order of material in the Handbook.
- You don't have to attempt the questions in the order they are given. Therefore, you may prefer to start with a question covering concepts with which you feel particularly confident.
- You may have to answer the questions for each different part in a different answer book.
- In one part you may be expected to attempt all the questions.
- You may have a choice of question in one part, so you should read all the questions in that part and decide which to attempt. Usually it won't be a good use of your time to attempt more than the expected number of these questions but, if you do, your highest scoring responses will be used to compute your overall score.
- You should apportion your time for each part of the examination according to the number of marks each is worth.
- There may be a fixed number of questions on each block of your module.
- In order to achieve a Grade 1 (Distinction) you will normally need to demonstrate that you can successfully complete most questions, including any longer questions.

Minimise unnecessary stress by checking examination arrangements in good time. For example, make sure you know how you will get to the examination centre to ensure you don't arrive at the last minute.

**If at any stage you are unsure what to do by way of revision, then find some more questions to practise on, and get stuck in. The most effective way to learn how to do maths is to do it, and not just read about it!!**

**PREPARATION + PRACTICE = PASS**

## Results and expectations

The Examination Arrangements Booklet gives information on module results, and when you can expect to receive them.

All aspects of your assessment will be marked on the University Scale, which is detailed in the University's Assessment Handbook Undergraduate Courses (Section 2.2), available from your OU StudentHome webpage. Your final result will be determined using the methods described in Section 4 of this Assessment Handbook.

You will normally need to score 40 marks to be sure of a pass and 85 marks for a grade 1 pass (distinction).

It is our experience that students usually score better on continuous assessment than in the examination. One obvious reason for this is that most students have much more time in which to work on their TMA solutions than in an examination – time pressure is a standard problem in almost any examination. The other major reason is that the

questions set in assignments on most mathematics modules, can often, in principle, be answered 100 per cent correctly using the information in the relevant units. Of course, students rarely do answer all questions in an assignment correctly; but it is only to be expected that high scores will often be obtained and, in particular, higher scores than are usually obtained for modules in other faculties where what constitutes a correct answer is much more subjective. Examination questions in mathematics can sometimes appear to be harder than continuous assessment questions because it is quite a different matter to tackle similar questions under examination conditions. You should bear this in mind when trying to predict your final grade on the basis of your continuous assessment score. We should emphasise that there is no reason to be concerned about this difference, which is taken into account in deciding your result status, as described in the Assessment Handbook.

## What to do in the examination

- You should take your Handbook, pens, pencils, ruler, eraser and, where permitted, calculator and spare batteries.
- Read through the question paper first, especially if you have a choice of which questions to attempt.
- Manage your time in the examination. Keep in mind the time you have for each question. For example, if the examination is 3 hours long you have 180 minutes. Allowing up to 10 minutes to read through the paper first, and assuming that the total score is 100 marks, then you have just over 1½ minutes in which to gain each mark. Then although you don't need to keep rigorously to this timing, it is worth noting that, for example, that if you've already spent getting on for 10 minutes on a question worth 5 marks and are not getting anywhere with it, you should be thinking about moving on.
- Where there is no choice of question, attempt as many questions as you can – the examiners will be looking for breadth of knowledge, as well as depth.
- If you are stuck on a question, or don't seem to be getting anywhere with it, move on and come back to it when you have attempted all the other questions, if you have time. Make a note of any questions you need to return to, for example, by putting a mark next to the question number on the examination paper.
- Make sure you answer the given question, not the question that you think it is. Read the question carefully, and do exactly what is required.
- Use unrounded values in subsequent calculations.
- If you have time at the end, check your working and answers, especially your first few answers where you are most likely to have made arithmetic slips etc. Relatively easy things to check are solutions to equations, integration by differentiating your answer, etc.

## In an examination where you write your responses

- Be kind to the examiners – make it easy to find your response to each question. Make sure each question and question part is clearly labelled. Write as legibly as you can.
- The number of marks for a question, or part of a question, is often an indication of how much work you are expected to do, which may also indicate how long your written solution should be.
- Start each question (but not part of a question) on a new page, so that you have room to go back to add more to or to amend a solution, if need be. But don't waste time transferring answers if they are not in quite the right place – the marker will find them.
- As most marks are awarded for the correct method, you should show your full working, and you won't lose many marks for small arithmetic slips.
- In some examinations, such as those in statistics, where interpretations and conclusions are required, you should write using full sentences. Elsewhere write enough to make your method and approach clear. Inclusion of abbreviations is fine as long as your meaning is clear.
- Check that you've done everything required in each part of each question including any rounding and inclusion of appropriate units.

- If a particular method or approach is specified in a question you must use it. Otherwise you can use any valid method to arrive at a solution, but always ensure you include sufficient detail to make your method clear.
- Don't cross through any work until you have replaced it with an improved solution to the same question, because the University doesn't permit any marks to be awarded to crossed-out work. If in doubt don't cross out what you think may be incorrect work, as what you have written might earn you some marks.
- Generally it is best to leave numbers as exact values, for example as fractions and/or as surds. Only evaluate such answers as decimals if explicitly asked to (or if you need to in order to know the approximate value, for example, in order to plot such a value).
- Define any variables or terms that you introduce (that are not given in the question), in the form: Let  $x$  be ... . Introducing a variable can save you time, for example if you use a letter to stand for a number with a lot of digits, so that you don't need to keep writing it down (and run the risk of mis-copying it).
- Add diagrams to help you and to help explain your solutions, even if not explicitly asked for in the question.
- Use a ruler for axes and straight lines.
- For angles, ensure your calculator is set in the correct mode for degrees or radians.

## In a computer-marked examination (CME)

In this kind of examination you will usually be required to select each answer from a number of options and to indicate your choice on a special CME form. Some examinations have a computer-marked section, and a written section.

An example of a completed CME form is given below, but here are some tips for this type of examination question.

- Take at least two HB pencils and a pencil sharpener to the exam.
- Answer every question: if you really don't know the answer to a question or you run out of time, it is worth making a guess (ideally an educated guess!).
- Give the required number of options for each question: no more and no fewer!
- Make sure that for each question you are putting your response on the correct line on the form.
- If you make a mistake in indicating your choice of option, follow the instructions on the form as to how to correct it.
- If you don't know the answer to one of the questions have a guess.
- The 'Don't know' box, which is marked ?, or the 'Unsound' box, which is marked U, should only be used very sparingly, if at all, and you should still have a go at answering the question.
- You can do any rough work in the question paper itself, or in an answer book if you are given one, but any such working will be ignored by the exam marker.
- Well before the end of the examination check that you have pencilled across the appropriate cells on the form to ensure that you have given your chosen responses.
- Note that no additional time will be given at the end of examination for transferring your answers to the CME form.
- If you make any smudges or other spurious marks on the form that you cannot cancel out clearly, you should ask *the invigilator for a new form*, and transfer your entries to it.

## PART I

PERSONAL IDENTIFIER  
(NOT Examination Number)

C1234567

ASSIGNMENT NUMBER  
(as given on the question paper)

MST124

81

NAME and INITIALS

AN OTHER

## IMPORTANT NOTES

1. Please check that all of this form has been completed including the coloured boxes in Part 1 with your Personal Identifier, Course and Assignment Number.
2. Only use an HB pencil to complete this form and press firmly.
3. Shown opposite are examples of the correct marks to use. Do not use any other types of mark.

PLEASE DO NOT PUNCH HOLES  
IN THIS FORM

## CORRECT MARK

Pencil across  
between dots

## CANCELLATION MARK

To cancel a mark,  
pencil in the  
coloured part of  
the cell. Do not rub out

OFFICE USE ONLY

## PART II

|    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1  | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 2  | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 3  | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 4  | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 5  | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 6  | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 7  | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 8  | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 9  | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 10 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 11 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 12 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 13 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 14 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 15 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 16 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 17 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 18 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 19 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 20 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 21 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 22 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 23 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 24 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 25 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 26 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 27 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 28 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 29 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 30 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 31 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 32 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 33 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 34 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 35 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 36 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 37 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 38 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 39 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 40 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 41 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 42 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 43 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 44 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 45 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 46 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 47 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 48 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 49 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 50 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 51 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 52 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 53 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 54 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 55 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 56 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 57 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 58 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 59 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 60 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |





# Copyright when working online

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## Introduction

*Prepared by the OU's Intellectual Property (IP) Department*

This section offers guidance to you, as a student registered with the OU, when working online within any of the OU's online environments. This may be when using a website for your course of study, or any of the OU's collaborative or personal online tools. The website allocated to your course of study is designed to allow you (via a username and password) to access study materials, participate in online collaboration, upload content for your own study purposes and share content and discussion topics with other students following the same course of study. Your tutor and perhaps others closely involved with the course of study may also upload relevant content for you to access. However any content you upload online, and make available to others (even to other students on the same course of study) must belong wholly to you and not infringe any third party rights, including copyright.

You must not upload any content (unless very small) that does not belong to you or for which you do not have permission. For example, you may be able to use up to 400 continuous words from a large book, but you must be aware that this is a qualitative as well as a quantitative decision (i.e. if you quoted a sentence from a murder mystery which revealed the murderer, this would be considered to be a substantial part of the work). It is also important that you do check terms and conditions on websites where you have copied content; they may allow use of extracts without permission, but under certain licence terms (see [Creative commons licensing](#) section). Uploading or copying content without the copyright owners' permission may be an infringement of copyright, which is a disciplinary offence under the [OU Computing code of conduct](#) and other [OU student regulations](#). It may also be a civil and/or criminal offence for which you may be liable.

In order to help you work online within the OU's regulations and within the law concerning copyright whilst studying with the OU, please read the following guidelines.

## What is copyright?

Copyright comes into existence as soon as a work is 'created' and recorded in writing 'or otherwise'. It does not need any registration (unlike trademarks and patents through the Patent Office) to achieve protection in law. Nor does it need the familiar copyright symbol © next to it to achieve copyright protection. Copyright owners receive their protection in law through the UK Copyright, Designs and Patents Act, 1988 (Copyright Act). The UK is also a signatory to various conventions and treaties that extend the legal protection for authors/owners works to an international level. This legal protection means that authors/owners of copyright works are the only authority (excluding any provisions to the contrary in the Copyright Act) able to grant use of their works (or parts of their works) across any media whilst the works remain in copyright.

Copyright in a work whether literary, dramatic, musical or artistic, continues to the end of the year, 70 years from the death of author. For example, if an author of a published text book died in 1940, his/her work(s) will be out of copyright at the end of 2010. This means that after that date all work(s) created/written by that author may be used (or adapted) freely without any further clearance.

The copyright for recordings and broadcasts continues for 50 years from the end of the year in which the work was first recorded or first broadcast. Note that whilst the copyright in recordings or broadcasts may expire after 50 years this does not include the content (music, artwork etc as above) which may still be in copyright for 70 years after the author's death.

Copyright in performances also continues for 50 years from the end of the year of the first recorded performance. Again this applies only to the performance and does not apply to 'content', which could be a stage play (or music performance), involving a script etc that (as above) may still be in copyright for a longer term.

## What is a work?

A work may be literary, dramatic, musical or artistic. So copyright will protect, for example:

- scripts, novels, poems, essays, letters, lyrics, newspaper articles, tables (timetables etc), collections (such as compilations), databases and computer programs
- paintings, photographs and other visual images
- sculptures, models, architecture, design drawings
- plays, dance and mime
- music.

There is also copyright protection for:

- recordings
- performances
- broadcasts
- films, etc.

## Use of work under copyright

If works are still in copyright, do I need to get permission for use in my OU studies (assignments, etc.)?

As a student you may use extracts from works (excluding sound recordings or films) for the purposes of your own personal (and non-commercial) research or private study (Section 29 of Copyright Act). This means you may use these for the purposes of your own study and file those extracts in your personal folder (online or elsewhere) which is not accessible by or made accessible to anyone else. You may also use those extracts for the purposes of answering your assessment questions that are going to be marked by your tutor.

### How much can I use for my non-commercial private study or research?

You should use as much as you need, and no more than that. You should also credit the author and source at all times as is usual academic practice.

If you find an article (or anything else) on the web (or anywhere else), which you would like to share with your colleague students (even if for their own non-commercial and personal study), in uploading the article (if still in copyright) without permission from the rights owner and making it available to others the intention falls outside the permission contained in 'the Act'. The intention contained in 'the Act' is for you to use extracts etc only for your own personal study (personal study does not extend to you copying and making content available to others).

However, you could pass on some information to your colleague students. For example you could let them know where you found an article (by providing the URL, or book details) as long as you don't ask them to copy or pass the article to others. There is no copyright in passing on information.

### Linking to external websites

Please ensure any linking to external websites is appropriate to your course of study at the OU, and acknowledge and reference appropriately.

# User-generated content

It is important to recognise that copyright in user-generated content will always belong to the author - which could be you. User-generated content is content created using the user's own creative effort e.g. uploading his/her photographs, expressing thoughts in a blog, contributions and discussions within a forum, comments within a glossary and other instances where the user is not merely copying material or content from another author's/owner's work (remember this could potentially be an infringement of copyright).

The OU may like to reproduce user-generated content that has been submitted. By submitting or creating any online content (your own user-generated content) it is important to understand that this material may be reused by the OU for further educational purposes. You should not submit any material that you are not happy to be reused by the OU. As well as ensuring you understand the copyright situation surrounding your own user-generated content you should take great care not to publish any material that is obscene, libellous, defamatory or breaks the OU's code of practice concerning harassment.

The above advice is reinforced in the policy documents governing student conduct ('Terms and Conditions Governing Use of Software, Tools and Content' and 'Student Computing Code of Conduct'), and applies to all students registered with the OU. These documents can all be found on the [student policy document website](#).

## Creative Commons licensing

### What is Creative Commons licensing and how does it work?

Creative Commons is a non-profit corporation dedicated to making it easier for people to share and build upon the work of others, consistent with the rules of copyright.

So, if you want to share your own work with other students, or anyone else, the Creative Commons website enables you to choose a licence (which is explained in easy to understand language and symbols) appropriate to how you want to make it available (and attach to your work). Choosing a Creative Commons licence only means you have chosen to make your work available in a particular (non-exclusive) way and does not assign copyright to any user (who must abide by the terms and conditions of the licence you have chosen). Similarly if you come across any works on the internet with a Creative Commons licence attached, you will be able to share this work with others in accordance with the licence and conditions attached.

However, a word of caution, occasionally, you may find works with a Creative Commons licence attached (in copyright artwork for example) which right to licence would not wholly rest with the photographer (who may have taken the picture of the image). So keep a watchful eye, and if something strikes you as not quite right, then it is probably best not to share and keep it for your personal module use only.

The [Creative Commons website](#) provides **free** licences and other legal tools to mark creative work with the freedom the creator wants it to carry; so others can share, remix, use non-commercially, commercially, or any combination thereof (adapted from: <http://creativecommons.org/about/>)

### Licence symbols and conditions

Creative Commons licensing terms are constructed so that they are easily understood and users do not get hampered by long drawn out 'legal' language which leaves people baffled and scared to interpret.

So, for example if you decide to make your work available on the basis that it may be used for non-commercial purposes, and may not be adapted, then you would choose <http://creativecommons.org/licenses/by-nd/3.0/> and attach this URL to your work online. Ensure your name is on your work as the author and you have the © symbol beside your name also.

If you have a particular acknowledgement you would like people to see, when they use your work under the Creative Commons licence, then you will also need to place that on your work (e g title of your work (2010) by John Brown, © John Brown, made available under Creative Commons Licence <http://creativecommons.org/licenses/by-nd/3.0/> . This makes it easier for others to credit appropriately and also links directly to the licence terms.

If you use works under Creative Commons licensing terms, please ensure you credit appropriately. All uses of Creative Commons licensed works require attribution.

For further information on licensing terms and choosing a Creative Commons licence see <http://creativecommons.org/choose/>

## Third-party website disclaimer

The third-party websites linked to from any OU online environment are not under the control of the OU, and the OU does not assume any responsibility or liability for any communication or materials available at such linked sites. The OU provides these references to other sites for ease of access only and in so doing is not endorsing any linked entities, nor authorising any act which may be in breach of copyright or any other third-party rights that are protected in law by international treaties worldwide.

## Further information

If you need any clarification on the content of these guidelines, please email: [its-rights@open.ac.uk](mailto:its-rights@open.ac.uk)



# Computing codes of conduct

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## Introduction

This document draws your attention to the following computing codes of conduct:

- student computing codes of conduct (including use of copyright databases)
- online communications systems guidelines
- online systems complaints procedures

All these documents are part of the OU rules and regulations and should be adhered to.

## Summary of the student computing code of conduct

This section summarises the guidelines in the student computing code of conduct. You can find the complete version from the [Student Policies and Regulations](#) section of the Help Centre.

<https://help.open.ac.uk/documents/policies/computing>

At the time this document was last updated, it is titled "The Open University Student Computing Policy".

This code of conduct applies to student and affiliate users of all OU computing systems. There is a separate computing code of conduct for staff. By accessing the OU's computing systems, you agree to abide by this code. People who break this code of conduct may face OU disciplinary procedures, criminal procedures, or both.

The code can be summarised as follows:

1. The OU's computing resources are provided for educational, training and research purposes. You must not use them for any business or significant personal purposes.
2. You are responsible for all activities carried out under your username.
3. Your password must be in line with accepted good practice.
4. You must not jeopardise the integrity, performance or reliability of the OU's computing resources.
5. When you use the OU's computing resources you are expected to follow the same standards of behaviour that apply to more traditional media.
6. You must not interfere with information that belongs to another user.
7. You should not assume that any online or phone communications using the OU's resources are private. We may record these in case there is a complaint or a legal inquiry.
8. You must not copy software or information that does not belong to you without permission – see the [referencing and plagiarism](#) section on the library website.
9. You must not use the OU's computing resources to create or distribute obscene, libellous, defamatory, malicious or illegal material.

You should read the full code to ensure that you understand the conditions that apply to you.

## Computing code of conduct for Associate Lecturers (ALs)

Policies relating to ALs are available from:

<http://www2.open.ac.uk/tutors/employment/computing-code-of-conduct>.

It is only available to ALs and other OU staff.

## Online communications systems guidelines

These computing guidelines apply to the use of all online communication systems in use at the OU, and are provided in addition to the student and staff computing codes of conduct. The OU reserves the right to exclude from these systems anyone who fails to comply with the computing code of conduct.

### When communicating on OU systems do:

1. Remember that you are conversing with real people so the normal rules of social interaction apply.
2. Give proper acknowledgement when using quotations:
  - either in a publication (electronic or printed) from contributions to conferences, as these are regarded as the intellectual property of the authors
  - or where the user incorporates material into a contribution where that user is not the author.
3. Direct personal exchanges to a user's mailbox (i.e. an email), not to a public forum.
4. Ensure that any contributions made further the aims of the forum and are appropriate to the discussion.

### When communicating on OU systems don't:

1. Contribute illegal or offensive material. Any material which is considered to be illegal or offensive may be removed from the system.
2. Use the remoteness of the recipients as an excuse to communicate in an anti-social manner. Examples of such anti-social behaviour are:
  - harassment or intimidation of another user
  - person-to-person aggression within conferences
  - deviation from the spirit of a conference
  - excessive or inappropriate use of jargon, banter or graffiti.
3. Make contributions containing personal comments about other users and their views in public forums.
4. Copy or forward private messages to another person without the author's explicit permission. This is a breach of confidentiality.

## Complaints

If you feel that other users are not following the code of conduct, please follow the [Online learning system complaints procedure](#).

The primary responsibility for the management of any conference lies with its moderator. The moderator must ensure that the conference meets the above guidelines and the OU computing code of conduct.

## Frequently asked questions

Answers to a selection of frequently asked questions (FAQs) about complaints and appeals are available from your StudentHome page:

You may prefer to use the "A-Z of resources" or the search box.

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